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ABSTRACT

Since 1980, a large increase in the number of undergraduate students majoring in international studies at Miami University (Oxford, Ohio) has occurred. This paper describes the historical development and present structure of this University's international studies program and the program's relationship to other academic departments. The advantages and disadvantages of multidisciplinary programs are discussed, along with Miami University's long-range academic plans to improve the program's quality. Appendices include the 1987-1988 degree requirements, general information about Miami University's international studies program, and the international studies program's foreign area required and elective courses. (JHP)

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STRUGGLING WITH SUCCESS: INTERNATIONAL STUDIES AND THE UNDERGRADUATE CURRICULUM AT MIAMI UNIVERSITY

by

William A. Hazleton

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SO 019 421

International Studies Program
Miami University
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STRUGGLING WITH "SUCCESS": INTERNATIONAL STUDIES AND THE UNDERGRADUATE CURRICULUM AT MIAMI UNIVERSITY*

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In the mid-1980s a large increase in the number of students wishing to major in international studies at Miami University has created several major challenges for a well-established program that had rather suddenly outgrown its resource base and limited curriculum. Like many international studies programs, Miami's was originally designed as a small, multidisiciplinary program in the College of Arts and Science, which appealed primarily to students interested in the foreign service or the peace corps. A combination of renewed student interest in the wake of Vietnam and the Iranian hostage crisis and the University's expansion, which contributed to both the diversity and depth of courses available, made international studies an increasingly popular major. Rightly or wrongly, "success" for international studies at Miami became defined in terms of a dramatic rise in student interest.

With almost four hundred majors at present and a growth rate approaching twenty percent per year, the international studies program has been attempting to cope with this "success" during the last three years. A major problem has been that growth or size, while indicating the attractiveness of a program, can also affect its quality. In this case, a program that had relied heavily on the directors' willingness to counsel and mentor students simply outgrew the abilities and enthusiasm of a single individual whose intense personal commitment provided the glue to hold international studies together. Personal contact and advising, of course, remain important elements in promoting academic excellence, but to achieve their goal they had to be reinforced by changes in the program's structure and curriculum so that students would have a clearer sense of direction and purpose in completing a major in international studies.

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*The American Forum on Education and International Competence, St. Louis, Missouri, May 14, 1988.

Historically, the international studies program at Miami University has consisted of three principal components:

1. A series of core courses covering international politics, economics and business, world geography, and diplomatic history;
2. Individually selected geographic areas of emphasis in which students take a minimum of twelve hours in at least three disciplines;
3. Attaining a minimum third-year proficiency in a modern foreign language (see Appendix A).

Students have enjoyed considerable flexibility within these requirements, with elective hours being used to acquire an area studies minor, a second foreign language, some business background, or even a second major. This flexibility has also facilitated a period of overseas study, which is strongly encouraged. The two-fold challenge confronting international studies at Miami was, first of all, to preserve a reasonable degree of flexibility, which has always appealed to students, while instilling greater unity and coherence in the program as a whole. Secondly, the program's reorganization had to be accomplished with limited resources, and within a University organized along strong departmental lines. What follows then is not so much a description of how Miami's program is being reconfigured, but rather an explanation of how one university is attempting to manage the growth and improve the quality of international studies. As much as monetary and physical resources, this effort requires a sense of vision, with a good appreciation of existing alternatives and a clear idea of where the program ought to be headed in the future.

Universities, like Miami, have sought to internationalize the undergraduate experience in response to a growing concern that America's lack of understanding of other countries and their peoples has reached truly crisis proportions. This problem, and especially the need for more public and private resources in this area, is certainly not new. More than two decades ago, many institutions of higher learning began to reassess their role in this process by asking what undergraduates should know about the world and how this knowledge should be imparted (Barrows et. al., 1980). The result was an emphasis on international education and, particularly, on upgrading foreign language competency and developing international studies programs (Blackman, 1984; Council on Learning, 1981; Global Perspectives in Education, 1987; and Wien, 1984). In the 1980s, these endeavors have

expanded to provide an international dimension to almost every student's education by internationalizing the campus through a combination of curriculum reform, faculty development, foreign scholars, study abroad options, and extracurricular programming (Blackman, 1983; and Doeringer, 1985).

Thus, one of the first points to be recognized is that international studies, either as a general program or a distinct major, does not exist in a vacuum, but rather within a much larger institutional framework. While international studies has historically had strong ties to geography, political science, history, and the foreign languages, part of the challenge in restructuring Miami's program is that this field has become so broad and diverse (McCaughey, 1984). Today, it consists of disciplinary generalists and area specialists, single-discipline experts in cross-national comparisons and multidiscipline experts in single-country analysis, sociologists and economists, computer scientists and language specialists, theoreticians and practitioners, all of which has led James Rosenau (1973: 22) to refer to the field of international studies as a "conglomerate of foci, preoccupations, skills, and disciplines." Further complicating the situation is the fact that the term "international studies" has been applied to a wide variety of programs and activities which might be listed more appropriately under the label of international education, international understanding, international exchange, international competence, or multicultural education (Lambert, 1980: 152). These developments, while generally positive, have served to create some confusion. Therefore, an institutional inventory becomes essential in understanding what changes might be envisioned given the possible resources, as well as what new directions might be desirable from the perspective of the university's overall mission.

In Miami's case, there is little question that international studies could have ever developed to the extent that it has without the contributions of other departments and programs. These contributions have come from such traditional sources as geography and political science, along with new international offerings in marketing and management. Fortunately for international studies, undergraduate courses can be found across the curriculum that relate to international topics in a specific discipline or to geographic areas like Africa, Asia, Europe, Latin America, and the Middle East (See Appendix B). In fact, area studies minors, outside of international studies, have been established in the three of the strongest areas: East Asia, Europe, and Latin America.

Another major source of strength for the program have been the language departments. The language requirement for the College of Arts and Science was never dropped at Miami. Consequently, not only is there an expectation that liberal arts students will learn a foreign language, but there are an impressive variety of advanced courses available in French, German, Italian, Russian, and Spanish, in addition to third-year courses in Chinese, Japanese, and Portuguese.

Other institutional resources include a European Center in Luxembourg, exchange agreements with universities in China, Japan, and Scotland, several overseas intensive summer language programs, and access to a variety of other study abroad opportunities. But just as these factors have greatly contributed to the strength of international studies at Miami, they also dictate that any significant improvements in the program will require changes outside of international studies that cut across department and divisional lines.

While the scramble to create area specialties, new overseas opportunities, and infuse a international or global dimension into existing undergraduate courses can at times be a mixed blessing for international studies, another threat to its distinctive identity stems from the multidisciplinary nature of the program. Multidisciplinary programs have enabled American colleges and universities to be innovative and responsive in meeting national needs and changing student demand by utilizing existing faculty expertise and designing new curricula around the disciplinary concerns of established departments. International studies in this regard has certainly been no exception. For universities, a multidisciplinary approach is highly cost-effective since it requires little new investment, either in facilities, additional staff, faculty development, or curriculum expansion. And for undergraduate students who see their academic objectives more in a substantive than a disciplinary light, the multidisciplinary format accommodates their interests by affording the flexibility they desire in pursuing a particular topic or area of knowledge.

These advantages, unfortunately, also contribute to the major weaknesses found in undergraduate multidisciplinary programs -- the lack of intellectual challenge, organizational coherence, and/or a sense of interconnectedness between the disciplinary perspectives involved. In other words, students are frequently introduced to specific elements of the contributing disciplines in a field of study, but gain little appreciation for how they relate to the total picture. Courses in multidisciplinary programs are often selected primarily on

the basis of their substantive contribution to a particular field or area. Thus, if students perceive the required or recommended courses of a program as being interrelated at all, it is usually not because of any cross-disciplinary connection, but rather because the courses might cover, for example, similar topics, the same geographic region, and/or specific historical periods.

Moreover, since students in multidisciplinary programs sometimes take specialized courses without any formal background in the methods and approaches employed in the discipline, discrete pieces of substantive information are often all that they can gain from such courses, which does not enhance their overall understanding of the field. Thus, in the case of international studies, students frequently place a high priority on discussing "current events" as a means of bringing the diverse elements of the program together, because they see the curriculum as imparting only factual knowledge. While such discussions allow them to demonstrate their knowledge and express opinions, they do little to foster an appreciation or understanding of how the different theories and approaches rooted in the contributing disciplines can help students interpret changing conditions and developments in the world.

The central challenge for Miami's international studies has been to provide greater unity and coherence in its multidisciplinary format. Employing an incremental approach, several changes have either been proposed or implemented as part of a long-range academic plan. They include:

1. A new course required of first-year majors, which introduces the contributing disciplines and explains how they serve to study international studies;

2. A capstone seminar, which is interdisciplinary in nature, and which requires students to integrate the knowledge acquired in several disciplines in a major research project;

3. Development of interdisciplinary bridge courses for third-year students in the areas of cross-cultural communications, international development, and peace studies, which introduce a global-problem focus into the major;

4. Design new multidisciplinary areas of

emphasis in intercultural relations, international development, and peace studies, which will allow students to build off of the respective bridge course;

5. Develop or improve interdisciplinary introductory courses for each of the geographic regions that students may select (i.e., Asia, Africa, Europe, Latin America, or the Middle East);

6. Cooperate with language departments to incorporate a stronger cultural component into classes that have traditionally stressed either language skills or literature.

In large part, Miami's approach has been to emphasize the interconnections between the disciplines represented in the core curriculum by giving the international studies program a new beginning (i.e., an introductory course) and ending with an integrative capstone seminar, along with stressing major themes and introducing an interdisciplinary perspective to the areas of concentration. The design is actually rather modest in scope, with the program gaining some essential links while its structure remains basically intact. Faculty resources for the program must certainly be expanded and more integrative and thematic approaches adopted in the international studies courses, but most of the instruction will still be provided through existing courses. Students will retain the advantage of choosing among an extensive array of specialized courses, but an important interdisciplinary element is being added so that they will more fully appreciate how these courses fit together in a multidisciplinary program.

Direction and management, of course, will have to be strengthened in other areas as well. A proposed Office of International Programs will serve to promote and coordinate many of the university's international activities that have heretofore been highly decentralized. Second majors or minors, not only in regional area studies, but also in the foreign languages and disciplines like political science and economics, provide international studies students with an opportunity to pursue a more structured program, expand their area of concentration, or increase their language proficiency. In addition, by majoring or minoring in a different subject, the student acquires an additional adviser(s) who can offer greater expertise in that specific field than the International Studies

Office. Other efforts to improve the quality of the program include the naming of faculty affiliates in international studies, the creation of a local chapter of the international studies honorary, Sigma Iota Rho, the establishment of scholar-leader rooms for outstanding juniors or seniors in Clawson Hall International Living and Learning Center, the distribution of a monthly newsletter providing information about courses and events, and the cooperation of several student organizations which promote international awareness.

While resources are a key to the success of any international studies program, it would be a mistake to think solely in terms of new as opposed to existing resources. For unless a college or university already has an adequate base in the social sciences, humanities, fine arts, and foreign languages upon which to build an international studies program, the changes of acquiring the necessary components, even in a piecemeal fashion, seem rather remote. And as the case of Miami University points out, even where this support exists, there can still be serious problems in responding to increased student demand. Thus, the question of how to expand or develop a program becomes primarily one of managing limited resourses by collaborating with other departments and programs and, when possible, by having existing courses and personnel do, in effect, double duty in serving international studies students. Moreover, a clear sense of vision is critical if a program is to be academically sound, for it is not enough simply to preserve its flexibility and provide coordination, but rather it is the intrinsic value and distinctiveness of international studies as a field of inquiry that must be assured.

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APPENDIX A

DEGREE REQUIREMENTS AND GENERAL INFORMATION
FOR INTERNATIONAL STUDIES MAJORS, 1987-88

B.A. in INTERNATIONAL STUDIES

MIAMI UNIVERSITY
1987-88

Degree Requirments and
General Information for Majors

International Studies (ITS) at Miami University is a multi-disciplinary major through which students can incorporate an international dimension and a specialized area of interest into their undergraduate education. All students complete a core curriculum comprised of courses in Economics, Geography, History, and Political Science. The major provides optional tracks in different foreign areas of concentration and in related disciplines. Proficiency in a foreign language is considered an essential communication tool for all students. The program, which culminates in the granting of a distinctive degree -- B.A. in International Studies, is designed to meet the needs of students interested in careers in international business, government service, or academia; in overseas study; and/or graduate or professional programs in business, law, international relations, or related fields.

Every International Studies major completes Sections I, II, and III.

I. Core courses: 26 hours required

POLITICAL SCIENCE: 7 hours

271 - International Politics (4)

A minimum of <u>one</u> of the following:
373 - American Foreign Policy (3)
374 - Comparative Foreign Policies (3)
381 - International Organizations (3)
382 - International Law (3)

ECONOMICS*: 7 hours

441 - International Trade and Commercial Policy (2)
442 - International Monetary Relations (2)

A minimum of <u>one</u> of the following:
342 - Comparative Economic Systems (3)
347 - Economic Development (3)
MKT/MGT 371 - International Business (3)
MKT 471 - International Marketing (3)

*N.B. All advanced Economics courses and courses in business require Economics 201 and 202 as pre-requisites. These U.R. (Social Science) courses should be completed no later than the end of the Sophomore year.

GEOGRAPHY: 4 hours

378 - Political Geography (4)

HISTORY: 3 hours

422 - American Diplomacy (3)

INTERNATIONAL STUDIES: 5 hours

201 - Introduction to International Studies (2)
(Should be taken 2nd semester of Freshman year)
402 - Senior Seminar in International Studies (3)

Strongly recommended as related electives:

301 - Intercultural Relations (2)
401 - International Career Development (1)

II. Foreign Area Emphasis

Every ITS major must designate a foreign area of concentration, normally in conjunction with the foreign language he/she has selected. The foreign areas include: Western Europe, USSR, Latin America, Middle East, East and South Asia, and Africa. Each student must take a minimum of twelve (12) semester hours in the area selected, and the courses must be chosen from at least three of the following disciplines or fields: Anthropology, Geography, History, Political Science, or the Humanities (excluding a student's foreign language requirement).

For those selecting Europe, the USSR, or Latin America as a foreign area emphasis, an additional three (3) semester hours of course work pertaining to Africa and/or Asia must be completed. These hours may be selected from such courses as ATH/GEO/HST/REL 207, 208, 209; or regional courses in Anthropology, Geography, History, Political Science, Religion, etc. that focus on Africa and/or Asia.

III. Foreign Language

Each student will complete a specified number of hours in a foreign language above the 200 level. This requirement is designed to provide the communications skills in a foreign language that are frequently important considerations for employment and/or graduate study. Because of differences in the language offerings at Miami, students should be careful to note the number of hours needed, as well as the courses that satisfy the requirement, in the language they select. In completing the ITS language requirement, many of you will have earned a minor, or be just a few hours away from satisfying the requirements for a major, in French, German, Italian, Russian, or Spanish. Advanced language students may meet the ITS requirement by the appropriate proficiency examination.

CHINESE (6 HOURS)

Both of the following:
CHI 301/302 Third Year Chinese (3,3)

FRENCH (12 hours)*

Six (6) hours from the following:
FRE 301/302 French Literature (3,3)
FRE 311/312 French Readings (3,3)

Six (6) hours from the following:
FRE 307/308 Practical French (3,3)-Luxembourg Only
FRE 314 Structural Patterns (3)
FRE 321/322 French Writing (3,3)
FRE 332 Business French (3)
FRE 341 Advanced Conversation (3)
FRE 361 French Pronunciation (3)
FRE 415 Advanced Composition (3)
Can include one course from the following:
FRE 423, 442, 451, 452, 453, 454, 461, 462, 464.

*Students considering the Dijon Program should consult with the ITS Director and French Department.

GERMAN (12 HOURS)*

Both of the following:
GER 301/302 Literature (3,3)

Six (6) hours from the following:
*GER 306 Intensive German (8) - Heidelberg Program
GER 315/316 Teacher Training (2,2), Luxembourg Only
GER 331/332 Advanced Composition and Conversation (3,3)
GER 361 Pronunciation (2)
Can include one course from the following:
GER 401, 403, 410, 431, 432, 442, 451

*Students considering the Heidelberg Program should consult with the ITS Director and German Department.

ITALIAN (12 HOURS)*

Both of the following:
ITL 301/302 Literature (3,3)

Six (6) hours from the following:
*ITL 305 Advanced Italian (8) - Urbino Program
ITL 401 Dante (3)
ITL 477 Independent study (6)

*Students considering the Urbino Program should consult with the ITS Director and Director of Italian Studies.

JAPANESE (6 hours)

Both of the following:
JPN 301/302 Third Year Japanese (3,3)

PORTUGUESE (12 hours)

Both of the following:
POR 301/302 Literature (3,3)

Plus:
POR 477 Independent Study (6)

RUSSIAN (11 hours)

Both of the following:
RUS 301/302 Advanced Russian (3,3)

Five (5) hours from the following:
RUS 311 Reading in Russian (3)
RUS 411 Advanced Conversation/Composition (2)
RUS 477 Independent Study (2-3)

SPANISH (12 hours)*

Six (6) hours from the following:
SPN 301/302 Spanish Literature (3,3)
SPN 331/332 Spanish-American Literature (3,3)

Six (6) hours from the following:
SPN 321/322 Spanish Composition (2,2)
SPN 341/342 Oral Composition (1,1)
SPN 415 Advanced Composition (3)
SPN 441 Phonetics & Phonology (2)
Can include one of the following:
SPN 401, 402, 403, 405, 407, 411, 412, 413, 431, 432, 433, 434

*Students should consult with the Spanish and Portuguese Department for foreign study opportunities.

IV. Optional "Tracks," "Double Majors" and "Minors"

With careful planning, the opportunity exists for every ITS major to elect a track or series of courses relating directly to their particular interests. These tracks are established as "guides" for the student. No specific courses beyond the core curriculum are required and no stated number of courses within any track are asked of the student.

Students whose primary focus is the acquisition of a greater understanding of a particular foreign area should take more than the minimal 12 semester hours of courses (part II above). Thus, their track becomes one of regional specialization. For students who seek training in the international aspects of business, the director will recommend appropriate courses in the School of Business. Other students

may wish to concentrate on expanding their knowledge in one discipline, thus completing a double major. The disciplines most frequently chosen as second majors are Economics, History, Geography, Political Science, Diplomacy and Foreign Affairs, or one of the foreign languages. Students desirous of fulfilling a double major should request an adviser in that discipline. The College offers several minors which complement the ITS major and/or provide a specific skill. Among these are area studies minors (e.g., European Area Studies, East Asian Studies, Latin American Studies), skills minors (e.g., Statistics, Cartography, Linguistics), and minors within a discipline (e.g., Teaching English as a second language, Geography, Political Science, French). Students considering pursuing an official minor should consult with the appropriate department or interdepartmental committee.

V. Study Abroad as Part of the ITS Degree

The International Studies major can be further enhanced by various study opportunities overseas. For example, the majority of courses offered at Miami's European Center in Luxembourg are credited toward the ITS core curriculum, the Western European area of concentration, and the French or German language requirements. Many other programs are available in Europe, as well as in Asia and Latin America, through exchange agreements or in cooperation with other institutions. Information on the Luxembourg program and other study abroad opportunities can be obtained at the Langstroth International Center. Majors must consult with the Director prior to departing for overseas study so that they will be apprised of what courses to take in order to satisfy ITS requirements.

APPENDIX B

INTERNATIONAL STUDIES FOREIGN AREA
COURSES AND ELECTIVES

International Studies Foreign Area Courses and Electives

EUROPE

ARC	307	Architecture & Urbanization in Western Europe: Renaissance to Present (4)
ART	483	Baroque Art (3)
	484	High Renaissance and Mannerist Art (3)
ENG	252	Life and Thought in European Lit since 1800 (3)
	257	Modern Continental Drama (3)
	335	Social Concepts in English Lit (3)
	365,366	Comparative European Lit, 19th Century [Lux only] (4,1-2)
	367,368	Comparative European Lit, 20th Century [Lux only] (4,1-2)
	381,382	The English Novel in the 18th and 19th Centuries (4,4)
	441,442	The Romantic Period, 1790-1830 (3,3)
	443,444	Victorian Literature (3,3)
FRE	366	French Cinema (3)
	411	French Civilization (4)
GEO	311	Geography of Western Europe (4)
	312.1	Geography of Mediterranean Europe (2)
	312.2	Geography of Eastern Europe (2)
	337,338	European Studies [Lux only] (4,4)
GER	250	Topics in Modern German Lit in English Translation (3)
	261	German Cinema (3)
	304	West Germany: History, Society, Literature (3)
	305	East Germany: History, Society, Literature (3) (304,305, Lectures in English, Readings in German)
HST	201,202	Modern European Civilization (3,3)
	262	Economic and Social History of Modern Europe (3)
	314	History of England since 1660 (3)
	332,333	Europe from 1914 to the Present (3,3)
	339	Europe in the Age of Bipolarization [Lux only] (3)
	358	Europe from 1870 to 1914 (3)
	381,382	History of Women in Western Society (3,3)
	400.A	German Film: Expressionism to Hitler ( )

EUROPE (CONT.)

HST 437	Studies in the Western Heritage: Classical Greece to the Gothic Age [Lux only] (3)
438	Studies in the Western Heritage: Renaissance to the Present [Lux only] (3)
465	European Diplomacy from WWI to WWII (3)
466	European Diplomacy from WWII to the Present (3)
469	France from the Enlightenment to the Present (3)
471	The Age of Bismarck (3)
472	The Rise and Fall of Hitler (3)
483	Victorian England (3)
485,486	English Constitutional and Legal History (3,3)
POL 223L	A Political Survey of Modern Europe [Lux only] (3)
321,322	European Studies [Lux only] (1-4,1-4)
333	Politics of Western Europe (4)
423	Politics of Int'l Business in the European Community (4)
424	Transatlantic Seminar (4-6)
430C	Political Systems of Western Europe (4)
REL 367	19th Century European Religious Thought (4)

LATIN AMERICA

ATH 305	Peoples and Cultures of Latin America (3)
GEO 304	Geography of Latin America (4)
306	Geography of Brazil (3)
HST 307,308	Latin American Civilization (3,3)
487	Mexico since the 1810 Revolution (4)
488	Colonial Spanish America (4)
LAS 207,208	Latin American Civilization (3,3)
POL 337	Politics of Latin America (4)
378	Latin America: The Region and the World (3)
430E	Political Systems of Latin America (4)
REL 317	Religions of Meso-America (3)
SPN 433	Contemporary Latin American Theater (3)

SOVIET UNION

ENG/RUS 255,256	Russian Lit in English Translation (UR) (3,3)

SOVIET UNION (CONT.)

GEO 314	Geography of the USSR (3)
HST 373	The Russian Way of War (3)
374	Russia: Kievan, Muscovite, Imperial (3)
375	Russia: Lenin to Brezhnev (3)
474	Imperial Russia 1801-1917 (3)
476	The Russian Revolution & Early Soviet Regime 1917-1924 (3)
POL 331	Development of the Soviet Polity (3)
332	Politics of the Soviet Union (3)
430B	Political Systems of Soviet Union and Eastern Europe (4)
RUS 255,256	Russian Literature in English Translation (3,3)
311	Topics in Russian Literature (3)
401	Soviet Life and Culture (3)
431	Russian Literature of the 20th Century (3)

AFRICA

ATH, GEO, HST, REL 209	Civilization of Africa (3)
ATH 306	Peoples and Cultures of Sub-Saharan Africa (3)
GEO 301	Geography of Sub-Saharan Africa (4)
HST 224	Africa in History (UR) (3)
324	South Africa (3)
325	Images of Africa (3)
496	Africa in the 20th Century: Decolonization and Independence (3)
REL 201	Religions of Man: Middle East and Africa (partial credit)
325	Religions of Africa (3)

EAST AND SOUTH ASIA

ARC 428	Japanese Architecture (3)
ART 185,186	History of Asian Art (UR) (3,3)
378	Chinese Painting (3)
479	Japanese Painting & Prints (3)
ATH 206	Civilization of Southeast Asia (2)
ATH, GEO, HST, REL 208	Civilization of East Asia (3)

EAST AND SOUTH ASIA (CONT.)

CHI 252	Modern Chinese Literature in English Translation (3)
255	Drama in China and Japan in English Translation (3)
ENG/JAP 254	Japanese Literature in English Translation (UR) (3)
GEO 308	Geography of East Asia (3)
HST 291,292	East Asian Civilization (UR) (3,3)
391	China's Traditional Heritage (3)
392	China in Revolution (3)
393	Daily Life in Revolutionary China (3)
394	Japan: Traditional and Modern (3)
493	China since 1949 (3)
495	East Asian Diplomacy in the 20th Century (3)
JAP 172	Introduction to Japanese Culture (2)
PHL 306	Oriental Philosophy (4)
POL 335	Politics of China and Japan (4)
375	International Relations of East Asia (3)
430D	Political Systems of Asia (4)
REL 202	Religions of Man: India and the Far East (UR) (3)
318	Religions of India (3)
319	Buddhism and Asian Cultures (3)
327	Religions of China (3)
328	Religions of Japan (3)
SOC 408	Contemporary Japanese Society (3)

MID-EAST

ATH, GEO, HST, REL 207	Civilization of the Middle East (3)
ATH 307	Peoples and Cultures of the Middle East (3)
GEO 307	Geography of the Middle East and South Asia (3)
HST 304	The Near East (3)
POL 336	Politics of the Middle East (4)
REL 201	Religions of Man: Middle East and Africa (partial credit)
326	Islam (3)

SUGGESTED GENERAL ELECTIVES

ARC	188	Ideas in Western Architecture (UR) (3)
ART	187,188	Ideas in Western Art (UR) (3,3)
	381	Greek and Roman Architecture (3)
	382	Greek and Roman Sculpture (3)
	383	Greek and Roman Painting (3)
	480	Seminar in Art History (3)
	481	Italian Renaissance (3)
	482	Northern Renaissance (3)
	485	Art of the Early 19th Century (3)
	486	Art of the Late 19th Century (3)
	487	Art of the Early 20th Century (3)
ATH	155	Human Origins and Cultural Adaptations (UR) (4)
	162	Folk Culture and Civilization (UR) (2)
	201	Peoples of the World (3)
COM	135	Essentials of Public Speaking (3)
ENG	201	Introduction to Study of Language (2)
	225	Advanced Composition (3)
	303	Introduction to Linguistics (4)
	311	Legal Writing (2)
	315	Business Writing (3)
	318	Feature Writing for Newspapers and Magazines (3)
GEO	203	Geography of the Non-Western World (3)
	267	World Resources (3)
	268	World Economic Geography (3)
HST	316	British Empire and Commonwealth (3)
ITS	301	Intercultural Relations (2)
ITS	401	International Career Development (1)
MUS	189	Great Ideas in Western Music (UR) (3)
POL	221	Modern Foreign Governments (3)
	222	Politics of Modernization (3)
	270	Current World Problems (1)
	372	Theories of International Relations (3)
	470.A	Seminar on International Politics (4)
	470.B	American and Comparative Foreign Policy (4)
	470.C	International Law and Organization (4)

OTHER ELECTIVES-SKILLS

ACC	221,222	Principles of Accounting (3,3)
DSC	101	Computer Based Information & Decision Systems (3)
ENG	402,403	Study of English as a Second Language (3,3)
FIN	231	Finance - Law and the Legal Process (3)
or	342	Legal Environment of Business (4, 2 if taken w/
FIN		231)
	301	Introduction to Business Finance (prereq. ECO 201 or 202, and ACC 222 or equivalent) (3)
	417	International Business Finance (prereq. ACC & FIN 301)

OTHER ELECTIVES-SKILLS (cont.)

GEO 342	Thematic Cartography (4)
447	Aerial Photo Interpretation (4)
MKT 301	Principles of Marketing (3)
OAD 221	Automated Office Systems - Concepts and Applications (3) (must have OAD 121 & SAN 171)
SAN 154	Introduction to Microcomputers (3) (or other appropriate introductory course)
STA 261.S	Statistics (service course) (4)